



ENHANCEMENT OF SELF-BELIEVING STUDENTS WITH USE OF SOCIODRAMA TECHNIQUES: IS IT EFFECTIVE?

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ABSTRACT

Self-confidence can be improved by repeated learning so that over time it will form and become accustomed. Sociodrama techniques can train one's self-confidence abilities, because there is role play to play someone who has good self-confidence. The purpose of this study was to determine the effectiveness of sociodrama techniques in increasing students' self-confidence. The type of research used in this study was pre-experiment using the design of the one group pretest-posttest. The subjects of this study were class VIIc SMP Negeri 2 Depok with a total of 31 students. The instrument for data collection uses a confidence scale consisting of 29 item statements. Validity test is done by expert judgment and instrument testing on class VIIc students. The reliability test uses cronbach's alpha, obtained $p = 0.793$ for the self-confidence variable, and $p = 0.819$. The data analysis technique uses paired t-samples with a significance level of 0.05. From the self confidence testing series, the calculation results obtained are -8,635 with sig 0,000 with a sig level <0.05 . The test results showed an increase in students' confidence from the medium to high categories. Based on the results of data analysis it can be concluded that the sociodrama technique is effective for increasing students' self-confidence.

Keywords: Self-Confidence, Sociodrama Technique, Repeated Learning.

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1. INTRODUCTION

In essence humans as individual beings are released as social beings who need continuous interaction continuously. The process of interaction can occur both within the family, school and society. In the process of social interaction with people around, each individual needs to have attitudes, interaction skills, feelings, and self-confidence that help individuals be accepted in their social environment. Self-confidence is also needed by each individual to have confidence for himself and also to socialize in the environment. Individuals who have a

background who are supporters will get a high level of confidence so they are able to socialize well. Self-confidence is an aspect of personality that is important to individuals. Without self-confidence, it will cause many problems for individuals. Self-confidence is the most valuable attribute in individuals in social life, because with the existence of self-confidence in individuals, a person is able to actualize all the potential that is in him.

As stated by Azmandian (2010: 80), "self-confidence is a major first step along the path of a successful life. It indicates the courage and strength of your internal being. It demonstrates your capability in confronting problems in the arena of life. " In the opinion of Azmandian above, self-confidence is the first thing towards a successful life. This shows the courage and strength of internal self. Self-confidence shows the ability of individuals to deal with problems that occur in their daily lives. Lauster (1978: 109) states that self-confidence is an attitude or feeling of confidence in one's own abilities so that the person concerned is not too anxious in his actions, can feel free to do things he likes and is responsible for his actions, warm and polite in interacting with others, can accept and respect other people, have an urge to excel and can recognize the strengths and weaknesses. The conclusions derived from some of the opinions of the experts above that self-confidence is the individual's belief in his own ability to behave in accordance with what is expected as a feeling of confidence in his abilities, being optimistic, and objective, and responsible. Self-confidence is something that is formed from social interaction. But self-confidence in a person does not grow out of nowhere but through a variety of continuous processes and there are parties who support one's self-confidence can grow toward positive and negative direction. According to John W. Santrock (2003: 338) states that there are two sources of social support that influence self-confidence, namely relationships with older people and relationships with peers. The relationship of affection, attention, a harmonious atmosphere, and giving freedom to children to express within the prescribed boundaries will build confidence in children. Relationships with peers can form support for something that is done by the individual. Individuals who have social interaction will have better social insight. Muhammad Al-Mighwar (2006: 127) said that the more involved social activities, social competence and confidence in a person increases.

Education is important for every individual. Education can be interpreted as a conscious effort to make yourself better. In the Indonesian Dictionary, it is stated that education is the process of changing attitudes and behavior of a person or group of people in an effort to mature people through teaching and training. In education, individuals participate in the learning process or teaching and learning process. Learning is a fundamental thing that will be faced by individuals to obtain various information and things that have not been known for progress in their lives, both in the social environment and in the academic sphere. The purpose of the learning process is to achieve an optimal learning outcome. In an effort to achieve these goals, individuals will compete in a healthy manner with their peers to show their abilities. During learning students can gain knowledge, values, and attitudes and skills.

Guidance and counseling in the implementation of education is one of the important components in the effort to achieve educational goals. Guidance and counseling services are provided to all students tailored to the needs of students. One strategy for guidance and counseling services is group guidance services. Group guidance is designed to assist a group in increasing interaction between group members so that each student in his group can experience interaction and increase self-confidence. One group guidance service that can be used in personal social problems is sociodrama. Sociodrama techniques apply interactions between students and role-playing that can help increase student confidence.

Research conducted by P.L.N Randima Rajapaksha (2016) that sociodrama implemented in preschool classrooms creates a language-rich environment and offers many opportunities to develop oral language skills in children especially for children who rarely communicate in

class activities. This research uses or chooses sociodrama technique because this technique is more effective seen from the implementation process which is more done is playing, so that there is a frequency and intensity of interaction between students. Furthermore, the results of the study of Deanna Pecaski McLennan and Kara Smith (2007) show that sociodrama can be implemented in an educational environment. Sociodrama can encourage self expression in the form of sharing ideas and building trust; can increase commitment to learning and leadership, and, as a result, might empower and help develop more positive "at-risk" young generation behavior (Berry, 1998; Howard, 2004; Widdows, 1996).

The interview with the guidance and counseling teacher at SMP N 2 Depok on October 15, 2017, the reason why the sociodrama technique has not been done at the school, is because the guidance and counseling teacher needs help doing these activities especially for large groups because there are only one teacher guidance and counseling. Judging from the state of the students there are some students who are not accepted by their friends so they do not have friends and there are still bullying in the form of reproach, the visible behavior shows a characteristic of self-confidence. This study aims to determine the effectiveness of sociodrama techniques in increasing students' self-confidence. Trust is an ability that is needed by each individual to interact so that they have good social skills. In this phase of transition in the search for identity, a teenager must have good self-confidence. Good self-confidence will greatly help adolescents in carrying out their development tasks, be it in the formation of self-image or identity in adolescents, and the process of self-adaptation to their social, be it peers or those around them.

Observations on students of class VII.B and VII.C SMP N 2 Depok showed that there were some students who had never argued at the time of learning, some students did not play an active role in the learning process, some students did not dare to appear in front of many people, and some students often blame themselves, these behaviors show the characteristics of someone not confident. Negative behaviors if not trained and allowed will affect the ability of confidence in individuals.

The purpose of this study was to determine the effectiveness of sociodrama techniques in increasing students' self-confidence. The benefits of the results of this study are 1) to contribute to the development of guidance and counseling science, especially for the development of group guidance theory and techniques using sociodrama techniques in increasing students' self-confidence and adjustment. 2) a reference for guidance and counseling teachers in overcoming problems faced by students about self-confidence, 3) becoming a reference for guidance and counseling study programs in further development of group guidance services with sociodrama techniques, 4) as a reference for further development for further researchers in developing research on sociodrama and self-confidence 5) and became a consideration for school leaders to facilitate the implementation of guidance and counseling services in schools especially the application of sociodrama techniques. The problem with the problem of self-confidence, is questionable about the effectiveness of sociodrama techniques on increasing student self-confidence.

2. METHODS

The location of the study was conducted at SMP Negeri 2 Depok in 2018. This study used a quantitative approach with a type of pre-experimental research. Pre-experimental research can be interpreted as a research method used to find the effect of certain treatments on others in controlled conditions (Sugiyono, 2012: 72). The pre-experimental research design used in this study was the design of one group pretest-posttest. Where in this study only one group was studied, which means there was no control group as the comparison group in this study. Some

appropriate methods are provided (Betaubun et al., 2018a, 2018b; Fitriani et al., 2018; Kalalo, 2018; Kore et al., 2018; Lamalewa et al., 2018a, 2018b; Rahail and Alputila, 2018).

The subjects of this study were seventh grade students of SMP N 2 Depok in class VII.C, which numbered 31 students. The technique in determining the subject is using a purposive sampling technique. The purposive sampling technique is to take samples intentionally according to the required sample requirements. The selection of these samples takes into account that the group of students has never received group guidance with sociodrama techniques, based on the recommendations from the Guidance and Counseling teacher at the school which has more problems related to social person compared to other classes, so the results of the activities will be more visible.

The instrument used in this study is a self-confidence scale. The scale given to respondents with alternative answers that have been provided so that respondents only need to provide a check list (√). The scale is arranged based on operational definitions and seen from each variable aspect. The self-confidence identification scale serves as a data collection tool before being given treatment (pretest) group guidance services with sociodrama techniques and as data collectors after the treatment (posttest) is given. The statements contained on this scale are favorable and unfavorable. Each item has five alternative answers that indicate the degree of conformity or incompatibility with the respondent's self. Five alternative answers that can be chosen, namely very often / always, often, sometimes, rarely, and never.

The steps in this study are as follows: Conduct a pre-test using a scale that has been prepared before treatment. After that, treatment was carried out in the form of group guidance with sociodrama techniques as many as 4 meetings with 4 drama scripts that have been compiled. Each drama script includes an indicator of self-confidence. After the treatment was completed, the next step was to carry out a post-test using the same scale as the randomization of the statement after the 4th meeting. The data analysis technique in this study is by using a difference test (t-test) using the SPSS 17.0 for Window program, this is done to see the effectiveness of sociodrama techniques on improving the confidence ability of Depok Public Middle School 2 students before being treated and after being treated the self confidence pretest showed that 25 students were included in the medium category and 6 students were included in the high category. The results of the post-test show that there are 29 students who have confidence in the high category and 2 students who have self-confidence in the medium category after being treated 4 times.

The limitations of the researchers in carrying out this research are the techniques used in the study have not been known by the subject and have never been applied by the counselor so it takes time to explain so students understand the techniques to be given before giving treatment.

3. RESULTS AND DISCUSSION

The results of this study are answers to the formulation of a predetermined problem that can reinforce a hypothesis or temporary answer. This research was conducted at class VI Ic students of SMP Negeri 2 Depok. The collected data were analyzed by hypothesis testing in the form of a causal relationship by being given treatment of independent variables and testing changes after being given treatment. To get these data, a valid and reliable instrument is needed, the instrument used is the scale of self-confidence. The self-confidence scale used consisted of 36 item statement items. The following are the results of an analysis of the reliability statistics of instruments using the Cronbach Alpha formula:

Table 1. Reliability Statistics Self-confidence

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.793	.772	36

Based on the results of the analysis show that there are 29 students who have confidence in the high category and 2 students who have confidence in the medium category after treatment, it can be concluded that the sociodrama technique is effective for increasing students' self-confidence.

Guidance and counseling are assistance services provided to students in accordance with the principles that exist in guidance and counseling. Prayitno (2004: 2), guidance and counseling is assistance services for students, both individually and in groups to be independent and develop optimally, in personal guidance, social guidance, tutoring, and career guidance, based on applicable norms. Muh Farozin (2011) found that the guidance and counseling service strategy was seen from three reviews (1) the number of individuals served could be divided into individual, group, classical and large or cross-class services, (2) faced problems divided into guidance, counseling and advocacy, (3) and ways of communication can be divided into direct communication and using the media. Judging from the number served, then individual counseling, group counseling, group guidance, classical guidance, and large / cross-class guidance can be carried out. In group guidance there will be social interaction that can develop and build communication skills and social interaction for the counselee.

Sociodrama technique is one of the group guidance techniques that plays the roles of problems that arise in the social environment. Winkel (2012: 571) states that sociodrama is a dramaticity of problems that can arise in association with others, the level of conflicts experienced in social interaction. Van Ments (1983: 156) in his book "The effective Use of Role Play A Handbook for Teachers and Trainers" states "sociodrama is a technique used to explore problems posed by social groupings ... "which can be interpreted that sociodrama is a technique used to explore problems experienced in a social context so that in the procedure will describe the critical aspects of the problems experienced by students. Van Ments (1983: 20) states that the purpose of playing roles is different from playing drama in the world of roles, role play does not focus on the audience or audience, but only focus on him and follow the rules of the game in role play. The goal is to feel, react and behave as much as possible about the way someone is placed in a particular situation. He only cares about the effect of his behavior on other players, not on the audience, and will do whatever is needed in him to convince and convince them that his ideas and decisions are important. Syaiful Bahri (2000: 100) states that the purpose of using sociodrama techniques includes: 1) so students can appreciate and respect the feelings of others, 2) can learn how to share responsibilities, 3) can learn how to make decisions in group situations spontaneously, 4) stimulate the class to think and solve problems.

Sociodrama activities can be fun because there is expression, play, interaction, and in sociodrama activities to help practice writing, reading, speaking, and listening skills. Research Evy Tri Widyahening (2013), shows that through doing drama, practicing four language skills, namely: writing, reading, listening and speaking can be done after a performance or performance. According to Sternberg (2000: XVII) the role of sociodrama is the provision of practice in solving human relations problems in social problems. It also helps group members to clarify values and feelings and gives them the opportunity to practice new behaviors. Sociodramas bridge individual experiences so they can add insight to other individuals. Through sociodrama, individuals can exchange experiences and exchange ideas with others,

so as to provide an insight into solving each individual's problems. Sociodrama can open the thoughts, feelings, and expectations of all individuals who participate in it. This provides an opportunity for individuals to learn about themselves, the world, and where they are.

Winkel and Sri Hastuti (2012: 572) state that there are several steps that must be taken in Sociodrama, namely: 1) issues relating to interactions with other people are presented and described in the social situation studied. 2) determined by the cast who will advance to bring the scene spontaneously and improvisation, without any other preparation than knowing what and who they should play. 3) after the dramatization is complete, the cast reports what they feel during their role and what is the reason they propose a way of solving the problematic situation as encoded, or what is the reason so that they cannot succeed. 4) the witnesses discuss the course of the game and the effectiveness of the solution method revealed in the dramatization. 5) if deemed necessary, the same scene is repeated again by taking other actors.

The study of Deanna Pecaski McLennan and Kara Smith (2007), showed behavioral problems such as lack of motivation, various social problems, and showed a lack of respect for peers and teaching staff. Data from sessions are collected through participant journals, field notes, questionnaires, and examination of members. From the sociodrama activity, results were obtained that participants who participated in weekly sociodrama sessions stated that they began to feel more comfortable working with others and expressing themselves through a dramatic approach towards the end of the session. From the results of Deanna & Kara's research it can be seen that the sociodrama technique succeeded in building individual abilities with continuous sociodrama techniques. Similarly, the results of the research conducted by Eka&Farozin (2017), the implementation of repeated sociodramas in students was able to improve the ability of students' social interaction in Sunan Pandanaran MTs. The results show that students are able to express opinions with authorities, can participate in school activities better and more actively, students are able to manage emotions well when they have problems with friends and provide feedback on the views expressed by their friends.

As the problems in the research of Rafita, Lailatul, & Fatimah (2017) show that if students 'self-confidence is high, their ability to speak is also high. The researchers found a variety of students' scores in each aspect of speaking skills. There are five aspects of speaking skills including understanding, grammar, pronunciation, vocabulary, and fluency. Every student has different abilities in every aspect. Based on the results of the data analysis, the correlation between students and their self-confidence and speaking ability was of high correlation. That means that correlates with speaking ability and student confidence.

Self-confidence is a belief in the ability that is owned so that brings individuals to a successful life. As stated by Azmandian (2010: 80), "self confidence is a major first stop along the path of a successful life. It indicates the courage and strength of your internal being. It demonstrates your capability in confronting problems in the arena of life. " Lauster (1978: 109) that self-confidence is an attitude or feeling of confidence in one's own abilities so that the person concerned is not too anxious in his actions, can feel free to do things he likes and is responsible for his actions, warm and polite in interacting with others, can accept and respect other people, have an urge to excel and be able to recognize the strengths and weaknesses. In this regard Breneche and Amich (in Walgito 1993: 7) argue that self-confidence is a feeling quite safe and know what needed in his life so that it does not need to compare himself with others in setting standards, because he can always determine himself. In socializing and interacting with others, be it friends and adults who are around him, self-confidence in a teenager currently in the future This is very important.

As the results of the study by Saffa (2012) confidence in general can affect the quality of oral communication skills. The findings of Saffa's study highlight the importance of confidence in speaking a foreign language. Someone who is confident is ready to speak in public, work hard, perform well and accordingly, achieve progress. Conversely, the problem of developing oral communication skills becomes problematic when an individual's self-confidence is lacking. Individuals who lack confidence feel uncomfortable, scared and frustrated in class. This has an impact that they tend to appear with less effectiveness and satisfaction and affect their academic performance.

Ghufron&Rini (2011: 24) states that self-confidence can be influenced by several factors that can be classified into two, namely internal factors and external factors. Internal factors include self-concept, self-esteem, physical condition, and life experience. While external factors include education, work, and the environment. As stated by Ghufron, individual self-confidence is formed by factors that exist in the individual itself and factors that exist outside the individual self. These factors will shape individuals into people who are confident or not confident. For this reason, the role of educators and parents and education staff is highly expected in an effort to help achieve good self-confidence. Hakim (2002: 121) states that one of the factors that influence self-confidence is the family environment. The family environment is the first and foremost environment in every human life, the environment greatly influences the initial formation of self-confidence. Wiranata (1991: 74) argues that the process of changing self-confidence is a thing that must happen, because in the process of adolescent personality maturation little by little it raises the surface of its true characteristics which must clash with external stimuli. Good self confidence is supported by creating a good self-image. So it can be concluded that self-confidence is the effect of how the individual feels, believes, and knows. A person who has low self-confidence or self-confidence will have negative feelings on him, have negative beliefs about his abilities, and have abilities that lack the advantages he has. Self-confidence is one that is usually shown and noticed by others. Manisha &Preeti (2012: 90) states that self-confidence is basically an attitude that allows us to have a positive and realistic perception of ourselves and one's own abilities. Lack of confidence is not always permanent but can be handled so that it can improve self-confidence. Preston (2007: 14) states that aspects of building self-confidence are self-awareness, intention, thinking, imagination, act. According to Hendra Surya (2010: 261-264), psychological aspects that influence and shape self-confidence, namely a combination of characteristics of physical images, psychological images, social images, aspirations, achievements, and emotional, among others: 1) self control (self-control), 2) moods that are internalized, 3) physical images, 4) social imagery, and 5) self image (self-image) plus aspects of technical skills, namely the ability to develop a framework and skills in solving problems.

The research was conducted on class VII.C students of SMP Negeri 2 Depok with 31 students related to students' self-confidence indicating that the confidence of students in class VII.C SMP Negeri 2 Depok, there were 29 students in the high category and 2 students in the medium category. Students who are included in the high category can be concluded to have beliefs, where students can socialize well in social environments, can direct themselves in social relations, and have a good relationship with the surrounding environment. This research begins by giving a pre-test to the subjects of the study, namely students of class VII.C, which total 31 students. The results of the self-confidence pre-test were 9 students included in the high category and 25 students included in the medium category. After the pre-test students were given treatment in the form of group guidance with sociodrama techniques. Indicators of success can be seen from the comparison of the results of each student's pre-test and post-test and the results of the research hypothesis test. So that if there is a change in the level of confidence of students, then group guidance with sociodrama techniques can be declared effective.

After the pre-test, treatment was then given to the subject in the form of sociodrama which had been designed for 4 meetings and each meeting was 40 minutes long. The prepared story is adjusted to the objectives to be achieved so that the roles played are also tailored to the needs of students. Students who become spectators not only witness but also participate in evaluating the activities at the end of sociodrama. So that both those who play the role and those who do not play roles have the same tasks and focus on sociodrama activities. Changes that occur in each student will certainly be different from one another. After the next treatment is given, post-test. The post-test results show that there are changes that occur after treatment. This study is in accordance with Erford's opinion (2016: 369) that through role playing, individuals can learn new skills, explore various types of behavior, and observe those behaviors that can influence others. From these results indicate that sociodrama can help students solve social personal problems as revealed by Sternberg (2000: 4) that the purpose of sociodrama is to help individuals express their thoughts and feelings, and the problems experienced by each individual. Not only that with sociodrama also provides an opportunity to feel what is experienced or felt by others.

4. CONCLUSION

Problems related to student self-confidence can be seen from the results of observations and interviews with counseling teachers to determine the individuals who were the target of the study. Class VII c is chosen as the class that will be the subject of research. Some students included in the low self-confidence category from the pre-test results became individuals who were focused on participating in sociodrama activities. From the results of the power analysis shows that after being given treatment with the sociodrama technique the students' self-confidence scores fall into the high category. This can be seen from the increase in the pre-test and post-test comparison scores of self-confidence and an increase in the average self-confidence. The average score of self confidence pretest is 113,903 and after treatment, the post test score increased to 124,452. Based on the average number, the sociodrama technique is effective in increasing students' self-confidence.

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